DOCUMENT RESUME

ED 178 122 JC 790 572

AUTHOR Rooth, Stewart Richard
TITLE The Reverse Transfer Student at Northampton County Area Community College.
PUB DATE May 79
NOTE 53p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Achievement; Academic Aspiration; Age; College Graduates; College Majors; Degrees (Titles); *Educational Background; Employment Patterns; Females; *Junior College Students; Males; Occupational Aspiration; Questionnaires; *Student Characteristics; *Student Mobility; *Transfer Students
IDENTIFIERS *Reverse Transfer Students; Student Objectives

ABSTRACT

Reverse transfer (from a four-year to a two-year college) is rapidly becoming one of the most common types of student movement between institutions of higher education. At Northampton County Area Community College (Pennsylvania), a study was conducted to (1) identify the reverse transfer students (RTS's) in attendance; (2) determine selected demographic characteristics (including sex, ethnic group, marital status, number of children, residence, employment, income, and age at various times in their college career); and (3) investigate their educational background and experiences and their personal and professional objectives. Of the total student population, 15.7% (N=659) were identified as RTS's and were surveyed; 316 individuals (47.9%) responded. The average RTS was a Caucasian woman without children, as likely to be married as single, and a Pennsylvania resident. The study also revealed that while 90% attended their four-year college full-time, only 25% attended community college full-time; 42% were between the ages of 22 and 29; 48% held no degree and 44% a bachelor's degree; only 5% reported being in academic difficulty prior to transfer; and most changed their major from an academic to an occupational field. The report includes a literature review, recommendations for better serving RTS's, a bibliography, and the questionnaire. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED178122

THE REVERSE TRANSFER STUDENT AT NORTHAMPTON COUNTY AREA COMMUNITY COLLEGE

By

Stewart Richard Rooth

Department of Higher & Adult Education
Arizona State University

Tempe, AZ 85281

May, 1979

JC 790 572

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Stewart R. Rooth

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CONTENTS

Page

LIST OF TABLES iv

Chapter

1. INTRODUCTION 1

Importance of the Study 2

Statement of the Problem 3

Definition of Terms 3

2. REVIEW OF THE LITERATURE 5

Growth in Numbers 6

Changing Nature of the RTS 7

Academic Ability 10

3. METHODOLOGY 12

4. ANALYSIS OF THE DATA 14

Demographic Characteristics 14

Age 14

Degree Held or Sought 15

Average Grades 16

Employment and Income 16

Field of Study 18

Course and Instructor Comparisons. 20

New and Continuing Students 21

Advisement and Counseling 21

Reasons for Attending College 22

Page

Cross Tabulations Between Men and Women 24

Degree Held or Sought 24

Reasons for Attending College 24

Employment and Income 25

Cross Tabulations Between Men and Women 27

Degree Sought 27

Field of Study 28

Reasons for Attending College 28

Employment and Income 29

5. FINDINGS AND RECOMMENDATIONS 30

Summary of the Findings 31

Recommendations 34

BIBLIOGRAPHY 36

APPENDIXES

A. COVER LETTER 38

B. QUESTIONNAIRE 39

C. FOLLOW-UP POST CARD 40

LIST OF TABLES

Table		Page
1.	Average Grade Reported by Reverse Transfer Student	17
2.	Fields of Study Chosen by Reverse Transfer Students	19
3.	Importance of Selected Reasons for College Attendance for RTS	23
4.	Sexual Differences in Annual Income of RTS	26

Chapter 1

INTRODUCTION

The nation's collegiate population is on the move as never before. A kind of "transfer fever" seems to have infected today's youth as approximately fifty percent of graduating seniors do not begin their studies at the institution from which they expected to graduate.[1] In recognition of the growing number of students following this route, a study by Willingham has identified seven types of transfer.

They are (1) articulated vertical (traditional) transfer - moving directly from a two-year institution's transfer program to a four-year institution; (2) traditional horizonal transfer - moving from one four-year institution to another; (3) nontraditional transfer - includes the moving of students with unusual records, odd grades, from innovative programs or adults who have not attended college for some years; (4) reverse transfer - moving from four-year to two-year institutions; (5) open-door (lateral) transfer - moving from one two-year institution to another; (6) double reverse transfer - a reverse transfer student returning to a four-year institution; and (7) vocational transfer - community college students in occupational programs who apply for transfer to senior institutions.[2]

---

[1]Allan E. Reid and others, "Some Concerns and Promises of Two-Year and Four-Year Colleges in Illinois: Further Deliberations on Articulation" (papers presented at a workshop on articulation Western Illinois University, Macomb, Illinois, April 30 and May 1, 1976), ERIC Document ED 136 879, 1976, p. 16.

[2]Warren W. Willingham, "Transfer Standards and the Public Interest: Academic Aptitude" (paper presented at the Airlie House Conference on College Transfer, Warrenton, Virginia, December 2-4, 1973), ERIC Document ED 088 406, 1973, pp. 14-19.

Reverse transfer is quickly becoming one of the most common types of student movement between institutions of higher education. Students who begin at a four-year college or university and later transfer to a two-year college are generally referred to as reverse transfer students (RTS). This reverse articulation is tied to the rapid development of open door community colleges since the 1960's. In effect, the emergence of the community college has given university students an alternate route which they appear to be following in growing numbers.

Importance of the Study

The phenomenon of reverse articulation is not new. In 1960, Burton Clark noted that "students also transfer in the opposite direction" and termed them "reverse-flow" students.[3] As college enrollments continue to stabilize or decline and the number of reverse transfers continues to grow, RTS are becoming the subject of increasing interest to educators.

Furthermore, it is the unique mission and character of community colleges to provide educational opportunities for everyone who can benefit. In order to plan their educational programs wisely, community college educators must be able to (1) identify the sub-groups that comprise their student population; (2) be informed about their characteristics; and (3) recognize their distinctive needs. Unfortunately, community college personnel appear to know little about the characteristics and growing number of reverse transfer students, "in fact, they typically have difficulty even generating

---

[3]Burton Clark, The Open Door College: A Case Study (New York: McGraw-Hill, 1960), p.67.

data on these students."[4]

It is likely that reverse articulation will become an increasingly stronger trend. This study was devised as a means of correcting the lack of institutional knowledge on the reverse transfer at Northampton County Area Community College and in recognition of the fact that "such students have special needs which the community colleges must be prepared to meet."[5]

Statement of the Problem

The purpose of this study was to: (1) identify the reverse transfer students in attendance at Northampton County Area Community College during the Fall semester of 1978; (2) gather information on selected demographic characteristics of these students; (3) gain a better understanding of their personal and professional educational needs and desires: and (4) recommend ways to better service this segment of the student population.

Definition of Terms

The definition of the reverse transfer student has changed significantly since this segment of the community college population was first identified. The earliest studies referred to them as "salvage," "fall back," "retread," "low-grade" or "second chance" students.[6] "Initially, reverse

---

[4]Glenda E. Lee, "Reverse Transfer: The 'Retread Function' of Community Colleges" (paper presented at Annual Meeting of American Educational Research Association, Washington, D.C., March 30 to April 3, 1975), ERIC Document ED 104 471, 1975, p.5.

[5]Reid, op. cit., p.6.

[6]Lee, op. cit.; Steven J. Muck and Jan Undem, "An Analysis of the Records of Students Entering El Camino College on Probation From Other Institutions of Higher Learning" (report ECC-RR-65-1, El Camino College, California), ERIC Document ED 013 601, 1965.

transfer referred to university students who attended a community college to salvage their grade averages in order to return to a four-year institution."[7]

More recent studies have done much to erase the stigma imposed on these students and eliminate the negative labels what were used to identify them. A more contemporary and accurate description of the RTS was offered by Rose in 1975. He found that a reverse transfer student was one "who is socially, economically and educationally advantaged, who is seeking his educational goals at another institution from his original choice that apparently meets his needs at this time."[8]

For the purposes of this study, the reverse transfer student was defined as any full or part-time student presently attending a community college, who had his last previous record of academic work at a baccalaureate granting institution.[9]

---

[7]Robbie Lee, "Reverse Transfer Students," Community College Review, 4:2:64, Fall, 1976.

[8]Glen A. Rose, "Follow Up Study of the BBC Reverse Transfer Student Questionnaire" (Ed. D practicum, Nova University), ERIC Document ED 103 074, 1975, p.15.

[9]Michael C. Heinze and Jack L. Daniels, The Transfer of Students into Community Colleges, U.S., Educational Resources Information Center, ERIC Document ED 050 723, 1971, p.4.

Chapter 2

REVIEW OF THE LITERATURE

The sparce literature available on reverse articulation before the 1970's pictured the RTS as "...a student who had experienced failure in his original college experience."[1] Studies done during this period often focused on the difficulties this student encountered when applying for admittance to junior and community colleges.

These institutions, despite "open door" policies, often placed artificial hurdles in front of the RTS with an "unsatisfactory academic record." One of the more common practices was for the college to place the student on probationary status.[2] Reverse transfers on probation would sometimes have their course load restricted.[3] A further barrier was suggested by Campbell and Hahn who felt that the RTS would improve academically "following a period of absence from the college."[4]

---

[1]Michael C. Heinze and Jack L. Daniels, The Transfer of Students into Community Colleges, U.S. Educational Resources Information Center, ERIC Document ED 050 723, 1971, p.2.

[2]Steven J. Much and Jan Undem, "An Analysis of the Records of Students Entering El Camino College on Probation From Other Institutions of Higher Learning" (Report ECC-RR-65-1, El Camino College, California), ERIC Document ED 013 601, 1965, p.1.

[3]R. E. Schultz, "Impact of Academic Probation and Suspension Practices on Junior Students," Junior College Journal, 274, January, 1962.

[4]L. H. Campbell and W. Hahn, "Readmission of Former Students After Absence from the Campus: Problems and Opportunities," College and University, 2:131, Winter, 1962.

These barriers to admission have generally been lowered or eliminated. Preus and Swaim found in 1974 that there was no evidence to support policies which require a RTS to take a reduced credit-hour load or undergo a waiting period before admission. They felt that although these policies... may serve some punitive purposes...their educational validity is questionable."[5]

Growth in Numbers

The first study on reverse articulation that was done on a national basis was carried out in 1970 by Heinze and Daniels. They reported that 9.44 percent of the nation's community college population was reverse transfer.[6] Because of the large number of community college students identified as being reverse transfer, this study awakened interest in the area of the RTS.

Another early study on student mobility patterns was carried out in Illinois. This state-wide study identified all transfer students (in-state and out-of-state) among Illinois institutions of higher education for the period of one academic year, 1967-68. Significantly, this study found that transfer is a two-way street. The pattern of transfer from the two-year institution to the four-year institution was not the dominant transfer route. "As many transfer students are received by junior colleges as are received by senior colleges."[7]

---

[5]Paul K. Preus and Jerol B. Swaim, "Open Doors for Reverse Transfer Students," Community and Junior College Journal, 44:5:29, February, 1974.

[6]Heinze and Daniels, op. cit., p.4.

[7]Robert G. Darnes and others. Performance of Transfer Students Within Illinois Institutions of Higher Education, Illinois Conference on Higher Education, Council on Articulation, ERIC Document ED 156 297, 1971, p.19.

A more recent report on transfer students was prepared by the Research Division of the Bureau of Information Systems in the Pennsylvania Department of Education. It determined that, between 1974 and 1976, the number of four-year students transferring into Pennsylvania community colleges had more than tripled.[8]

Thus, from all indications, reverse articulation has become a national trend. But exactly why students have chosen to migrate in this manner is only beginning to emerge.

Changing Nature of the RTS

In 1960, Burton Clark referred to the RTS as students who had been sent "down." He indicated that for them the two-year college operated "...essentially as an extension division, a detour from which failing state college students hope to return to the main road after a semester or two of work."[9]

However, today's RTS cannot be categorized so neatly. Students who are transferring from four-year colleges to two-year colleges come in such a variety of types and conditions that they almost defy description. The reason for a student's decision to reverse transfer appears to be very personal as well as diverse. In transferring, many appear to be seeking a solution to an individual problem or set of problems.

---

[8]Pennsylvania Department of Education, Research Division, Bureau of Information, "Success of Transfer Students in Pennsylvania Community Colleges" (unpublished report to the Pennsylvania Council of Higher Education, October, 1978), p. 12.

[9]Burton Clark, The Open Door College: A Case Study (New York: McGraw Hill, 1960), p. 68.

It is becoming increasingly more common for students in good academic standing at baccalaureate granting institutions to transfer to community colleges. Some of these students decide to do so in order to assume family responsibilities.[10] Others appear to be seeking a lessening of competitive pressure, "more realistic educational goals, more personal assistance or guidance in selecting educational or occupational objectives..."[11]

Historically, community colleges have been known for their personalized teaching techniques, diverse educational programs and emphasis on practical knowledge. Two reasons given by RTS for their greater satisfaction in the two-year college include a more relevant curriculum and more individualized attention.[12] Thus, in transferring, students may be seeking the more personal and congenial atmosphere of the community college coupled with practical knowledge designed for immediate use in this highly technical society.

The financial costs incurred while attending a senior institution for four years are considerable. As the expense of living away from home, tuition and transportation continue to escalate, more students will turn to the community college as a more practical cost-efficient alternative.[13] G. Lee

---

[10]Robbie Lee, "Reverse Transfer Students," Community College Review, 4:2:65, Fall, 1976.

[11]Glenda E. Lee, "Reverse Transfer: The 'Retread Function' of Community Colleges" (paper presented at Annual Meeting of American Educational Research Association, Washington, D.C., March 30 to April 3, 1975), ERIC Document ED 104 471, 1975, p.3.

[12]Anthony Kuznik, "Reverse Transfers: Students Who Transfer from Four-Year to Two-Year Colleges," Journal of College Student Personnel, 13:5:427, September, 1972.

[13]Anthony Kuznik, E. James Maxey and Duane D. Anderson, "Reverse Transfers: A Survey," Community and Junior College Journal, 44:5:25, February, 1974.

feels that the RTS will become a major clientele of community colleges as senior institutions, in effect, price themselves out of the education market.[14]

Another sub-group of the RTS population includes people who currently hold a bachelors degree, or higher, who are enrolling in two-year colleges. Temple feels that, as liberal arts, humanities and social science majors find it increasingly difficult to obtain employment, these students will turn to community colleges so that their previously acquired skills can "...be applied to an occupational area with better job prospects."[15]

Yet another growing sub-group of reverse transfer students is the "place bound" adult who decides to return to collegiate studies after several years absence.[16] As they are generally physically and financially tied to a specific geographic area, they will often elect to attend a two-year college. "Socio-economic factors, such as marriage, home ownership, and employment lead to economic immobility in that students are unwilling or unable to forego income in order to relocate as residential students on the campuses of colleges and universities."[17]

---

[14]G. Lee, op. cit., p.6.

[15]Ronald J. Temple, "Reverse Articulation and 4 + 2," Community and Junior College Journal, 48:37, September, 1978.

[16]Warren W. Willingham, "Transfer Standards and the Public Interest: Academic Aptitude" (paper presented at the Airlie House Conference on College Transfer, Warrenton, Virginia, December 2-4, 1973), ERIC Document ED 088 406, 1973, p.5.

[17]Alban E. Reid and others, "Some Concerns and Promises of Two-Year and Four-Year Colleges in Illinois: Further Deliberations on Articulation" (papers presented at a workshop on articulation Western Illinois University, Macomb, Illinois, April 30 and May 1, 1976), ERIC Document ED 136 879, 1976, p.7.

Academic Ability

It has generally been assumed that students who are transferring "down" have done poorly in their previous academic work. In his 1973 study of two Florida community colleges, Fischer found that the grade point average for reverse transfers at all four-year colleges previously attended was between 1.5 and 1.9.[18] A 1969-70 Iowa study produced somewhat similar results, as the "...four-year GPA for arts and science and vocational-technical students was 1.87 and 1.90 respectively."[19]

However, other studies are producing more positive results. The 1973-74 study by Rose of RTS at Broward Community College reported a grade point average that fell between 1.9 and 2.0, with 53.4 percent of the reverse transfers possessing a 2.0 or better.[20] Kirby's 1971-77 study of reverse and lateral transfer students at Oakton Community College revealed that "...the majority of OCC's transfers-in, whether full-time or part-time students, did not experience academic difficulty at their immediately prior institution."[21]

These mixed results concerning previous academic success seem to indicate that an increasing number of students who are not experiencing

---

[18]Olin R. Fischer, Jr. and Others, Study of Reverse Transfer Students at Seminole Junior College and Valencia Community College, Nova University, ERIC Document ED 108 717, 1975, p.29.

[19]Anthony Kuznik, E. James Maxey, and Duane D. Anderson," Reverse Transfers: Students Who Transfer From Four-Year Colleges to Two-Year Colleges" (paper presented at Annual Meeting of American Educational Research Association, New Orleans, Lousiana, February 25 to March 1, 1973), ERIC Document ED 075 018, 1973, p.4.

[20]Glen A. Rose, "A Follow Up Study of the BBC Reverse Transfer Student Questionnaire" (Ed.D. Practicum, Nova University), ERIC Document ED 103 074, 1975, pp. 4,13.

[21]Emily B. Kirby, Reverse and Lateral Transfers at Oakton Community College, 1971-1977, Oakton Community College, ERIC Document ED 144 661, 1977, p.7.

academic problems are choosing to reverse transfer. Further, all sources appear to agree that whatever their previous academic records, RTS raised their grade point averages significantly upon entering the two-year college.[22] "The evidence...makes it quite clear that regardless of what the prior academic achievement of reverse transfer students had been, and regardless of their destination, they are academically successful while enrolled in the community college."[23]

Further, the RTS is not lacking in scholastic ability. As Kuznik, Maxey and Anderson stated, "the reverse transfer student in our sample ranked above the mean of community-junior college students in the national 1970 ACT Class Profile Report in all sub-tests of the ACT examination."[24]

Thus it would appear that reverse transfers possess academic ability and perform signifantly better at a junior institution than at the senior institution. Some researchers feel that their academic difficulties in their initial collegiate experience are due more to a lack of adjustment or other personal problems than to lack of academic ability.[25]

---

[22]Fischer, op. cit., p.32.

[23]G. Lee, op. cit., p.31.

[24]Anthony Kuznik, E. James Maxey, and Duane D. Anderson, "Reverse Transfers: Students Who Transfer From Four-Year Colleges to Two-Year Colleges," ERIC Document ED 075 018, 1973, p.3.

[25]R. Lee, op. cit., p.66.

Chapter 3

METHODOLOGY

A search of all student files in the Office of Admissions and Records at Northampton County Area Community College was conducted. The name and address for each full and part-time reverse transfer student that was enrolled for the Fall semester of 1978 was recorded. From the total 4,179 student files, this screening process produced a list of 659 RTS. Thus, a surprisingly large 15.7 percent of the total student population was identified as reverse transfer.

A careful review of the literature pertaining to previous studies and questionnaires on the RTS was conducted. From these and an annual national survey on first-time college freshmen in the United States,[1] a survey questionnaire was developed. This descriptive approach was designed to provide demographic, academic and perceptual data on the reverse transfer student.

The original instrument was field tested by twenty individuals who qualified as reverse transfers that were currently enrolled at NCACC. In addition, it was examined critically among the administrative offices of the College. Various suggestions to improve the content and readability were obtained and adopted.

The revised questionnaire and a cover letter were mailed to all 659 reverse transfer students on March 12, 1979. These are included as items A

---

[1]Alexander W. Astin, Margo R. King, and Gerald T. Richardson, The American Freshman: National Norms 1974-77 (Los Angeles: American Council on Education, University of California, 1975-78).

and B in the appendixes. A follow-up post card was mailed to all individuals who had not responded on April 24. By May 1, 1979, the cut-off date, a total of 316 individuals had returned their completed questionnaires. This represented a 47.9 percent response. This total produced 289 (43.8 percent) useable questionnaires.

Every answer on each questionnaire was hand coded in preparation for keypunching. The key punching function was performed at the Data Processing Center at Northampton County Area Community College which also provided a computer printout of the results.

The analysis of the data was completed through the frequency and cross-tabulation procedure within the Statistical Package for the Social Sciences (SPSS). The frequency option was used to produce frequency distributions. The cross tabulation option produced two-way tables. The computer printout is item D in the appendix.

Chapter 4

ANALYSIS OF THE DATA

Demographic Characteristics

The model reverse transfer student at Northampton County Area Community College is a Caucasian (98 percent) woman (56 percent) who does not have any children (65 percent). She is almost as likely to be married (48 percent) as she is to be single (51 percent), and has been a resident of Pennsylvania for six years or more (80 percent).

The majority of reverse transfers have attended only one senior institution (73 percent) prior to transferring to NCACC; it was either a Pennsylvania public (44 percent) or private (34 percent) college or university. The great majority attended the senior institution on a full-time basis (90 percent), but are currently enrolled at NCACC part-time (75 percent).

The majority of these students (70 percent) live within a ten mile radius of the community college and use a private automobile (94 percent) to reach the campus. Only 5 percent indicated that they used either public transportation or a car pool in order to attend classes.

Age

Northampton's reverse transfer students tend to be much older than the traditional college student population as almost 80 percent were 22 years old or older. Further, a surprisingly large 37 percent were age thirty or older as compared to only 21 percent in the 21 years or younger category.

As was expected, the vast majority, almost 90 percent, of these students were 19 years old or younger when they first enrolled at a four-year institution. But by the time 66 percent of them began their studies at the community college, they were 23 or older. Furthermore, almost 30 percent of these reverse transfers did not enter NCACC until they were at least 30 years of age.

Not only are these students older, but also 46 percent of them allowed three years or more to elapse between attendance at the senior institution and attendance at NCACC. Thirty-five percent waited only a year or less between their last previous senior institution and the community college. Thus these students appear to have either moved directly from the four-year college or university or to have waited at least three years before transferring to the community college to continue their academic studies.

Degree Held or Sought

Significantly, of the 289 RTS surveyed, 126 (44 percent) already are holders of a bachelors degree or higher--ten students have earned a masters degree while two have earned a doctorate. In addition, 23 students (8 percent) possess an associate degree. Less than half (48 percent) of the reverse transfers studied did not possess any degree.

When asked about the highest degree that they were seeking while in attendance at NCACC, 36 percent indicated none. This is partially related to the fact that such a high percentage (44 percent) of the students surveyed already hold a bachelors degree or more and therefore may not have an interest in seeking a two-year associate degree. However, as 62 percent of the RTS are seeking an associate degree at NCACC, some students are seeking a second degree.

Average Grades

As is clearly shown by Table 1, reverse transfers reported having a much higher average grade at NCACC than they had at their prior senior institution. An average grade of "A-" or better was reported by 40 individuals (15 percent) at the four-year college or university in comparison to 146 individuals (55 percent) at the community college. This situation is reversed when the lower average grades are examined. An average grade of "C+" or lower was reported by 86 respondents (33 percent) at the senior level in comparison to only 14 respondents (5 percent) at the junior level.

Moreover, contrary to the findings of previous studies on the reverse transfer student, only 13 individuals (5 percent) indicated that they were in academic difficulty at their previous institution and none reported that their average grade at NCACC was lower than a "C".

In sum, because of the high percentage of baccalaureate degree holders among the reverse transfer students at NCACC, the average grades of these students at both the junior and senior collegiate levels are significantly higher than those usually associated with reverse transfer students. Further, the higher average grades reported by these students at the community college (in comparison to their previous four-year institution) reflects the older more mature nature of the students.

Employment and Income

While in attendance at their prior four-year college or university, approximately half of them were not employed. This situation has done an about face as 50 percent of these students are currently employed on a full-time basis while attending the community college, and another 37 percent of them are employed on a part-time basis (less than 40 hours per week).

Table 1

Average Grade Reported by Reverse Transfer Student

Grade	at 4-Year Institution		at Northampton County Area Community College	
	Number of RTS	Percent	Number of RTS	Percent
A+ - A	10	3.8	107	40.5
A-	30	11.4	39	14.8
B+	41	15.5	51	19.3
B	54	20.5	41	15.5
B-	30	11.4	12	4.5
C+	50	18.9	9	3.4
C	36	13.6	5	1.9
D	13	4.9	-	-

The total personal income of the reverse transfer student at Northampton County Area Community College was found to be low; 22 percent reported an income of less than $3,000 annually and 42 percent had an income of less than $6,000. Fifty-eight percent of the respondents reported an annual income of less than $10,000. However, 31 percent of those studied indicated that their annual income was over $12,500. This low annual income, on the part of the reverse transfers at NCACC, is not surprising as 50 percent of these students are either unemployed or employed on a part-time basis.

During their prior academic studies, the major sources of funds for these students were their parents and part-time employment. A smaller percentage indicated that grants or loans covered part of their collegiate expenses. As community college students, their major source of funds is full-time employment.

Field of Study

As is shown in Table 2, the survey data indicated that there was a marked tendency for these RTS to change their field of study when they transferred to the community college. While at the senior institution the most popular fields of study were Arts and Humanities (24 percent), Education (24 percent) and Business (13 percent). Those least often chosen were Technical (1 percent), Physical (4 percent) and Occupational (5 percent). However, the most frequently chosen fields of study at the community college were Business (30 percent), Occupational (26 percent) and Arts and Humanities (17 percent). Those recorded as least popular were Physical (2 percent), English (2 percent) and Social Studies (2 percent).

Table 2

Fields of Study Chosen by Reverse Transfer Students

Field of Study	4-Year Institution		NCACC	
	No.of Students	Percent	No.of Students	Percent
Arts & Hum.	63	24.4	43	16.7
Biology	17	6.6	10	3.9
Business	33	12.8	78	30.2
Education	61	23.6	17	6.6
English	17	6.6	5	1.9
Physical	9	3.5	4	1.6
Occupational	13	5.0	66	25.6
Social Studies	24	9.3	6	2.3
Technical	3	1.2	21	8.1
Other	16	6.2	6	2.3

The changes that occurred in fields of study are very significant and reveal the practical-minded, job-oriented nature of the reverse transfer student at NCACC. Arts and Humanities and Education, fields that are currently overcrowded and provide poor job prospects, lost popularity among the reverse transfers. However, one of the least popular fields of study at the senior level (Occupational - 5 percent) became one of the most sought after fields (24 percent) when the students transferred to the community college. Further, with reverse articulation the number of students enrolled in Business more than doubled.

Course and Instructor Comparisons

The RTS generally agreed that courses taken at the four-year institution required more study time but contained less useful information than those taken at the community college. Also, they felt that senior level collegiate courses were more apt to require too much study time and contain non-essential or useless information. However, despite the need for a greater study effort at the senior institution, reverse transfers reported that they are expending more study effort at the community college than they had in their previous collegiate work.

Perhaps RTS are willing to invest a greater amount of study effort in their community college courses because they appreciate and need a practical approach and content. Whatever the reason, their increased study effort is reflected in substantially higher average grades at NCACC.

Although the quality of instruction at the senior institution was rated somewhat higher by the RTS, the instructors were rated significantly lower than their community college counterparts in personalized interest in their students.

New and Continuing Students

Of the students studied, 56 percent were identified as continuing students having taken courses at Northampton prior to 1978. Thus, 125 students or 43 percent of the RTS can be considered new enrollees. Because of the size of the reverse transfer group in general and the high percentage of RTS that are new to the community college in particular, there is a pressing need for college services that are aimed at counseling and orienting them.

Almost half of the RTS enrolled had taken less than nine semester hours of academic work at NCACC; this finding is correlated with the high percentage of new students among this group. Conversely, almost half of the surveyed students indicated that they had taken over seventy semester hours while enrolled in senior institutions. This finding correlates with the large number of students who previously indicated that they held at least a bachelors degree.

Advisement and Counseling

When asked about academic advisement, they indicated that they had received it (69 percent) at the senior institution but had not been academically advised while enrolled at NCACC (72 percent). Furthermore, only 28 percent indicated that they had received any professional counseling at the senior level; while only an amazingly small 9 percent (24 individuals) reported being professionally counseled at NCACC.

It should be noted that about half of the students did not feel that academic advising was of high quality at either the senior or junior institution. Even more noteworthy is the fact that approximately 60 percent indicated that they did not feel that counseling services at either the four-year or two-year level were of high quality.

Reasons for Attending College

When making the decision to attend a particular four-year college or university, the RTS was most influenced by parental advice and the academic reputation of the institution. When deciding to enroll at the community college, the RTS was most influenced by low tuition, the availability of certain educational programs and good academic reputation.

As Table 3 indicates, when asked what had initially influenced him/her to attend college, the four reasons that received the highest ratings as being "very important" were: (1) to get a better job (65 percent); (2) to gain a general education and appreciation of ideas (60 percent); (3) learn more about things that interest me (56 percent); and (4) to make more money (43 percent).

Interestingly, when asked what had influenced him/her to attend the community college, the four reasons that received the highest ratings as being "very important" were the same ones, although in different order. They were: (1) learn more about things that interest me (64 percent); (2) get a better job (55 percent); (3) gain a general education and appreciation of ideas (46 percent); and (4) make more money (44 percent).

Thus, college attendance, whatever the level, was viewed as a means of obtaining personal satisfaction as well as monetary rewards. Clearly, the reverse transfer student at NCACC has a need to learn as well as earn.

Conversely, the four reasons most often cited as being "not important" factors in their decision to attend a senior institution were: (1) could not find a job (93 percent); (2) nothing better to do (91 percent); (3) wanted to get away from home (51 percent); and (4) improve my reading and study skills (47 percent). The reasons indicated as "not important" in influencing

Table 3

Importance of Selected Reasons for College Attendance for RTS

Reasons for College Attendance	4-Year Institution*			NCACC*		
	Not Important	Somewhat Important	Very Important	Not Important	Somewhat Important	Very Important
Parents wanted me to go	25.7	38.1	36.2	77.6	15.3	7.1
Could not find a job	92.5	5.3	2.3	84.2	10.6	4.9
Wanted to get away from home	50.9	32.1	16.6	93.2	2.6	3.8
To be able to get a better job	9.7	25.0	64.9	22.0	23.5	54.5
To gain a gen.ed. and appreciation of ideas	8.1	31.9	59.6	21.5	32.2	46.3
To improve my reading and study skills	46.8	37.5	15.2	54.6	30.5	14.9
Nothing better to do	90.5	6.5	2.7	92.0	5.7	2.3
Make me a more cultured person	21.8	44.3	33.9	35.1	38.4	26.6
Be able to make more money	17.3	39.9	42.8	22.9	32.8	44.3
Learn more about things that interest me	7.0	36.3	56.3	8.5	27.0	64.4
Meet new and interesting people	18.1	42.4	39.1	27.7	39.5	32.5
Prepare myself for grad. or professional school	39.8	32.2	27.7	50.0	26.1	23.5

*All figures are percentages of total.

attendance at NCACC were: (1) wanted to get away from home (93 percent); (2) nothing better to do (92 percent); (3) could not find a job (84 percent); and (4) parents wanted me to go (78 percent).

Cross Tabulations Between Men and Women

Several cross tabulations were conducted on the data as a means of determining if there were any discernible differences between male and female reverse transfer students at Northampton County Area Community College. In so doing, it was hoped that the community college might gain a better understanding of these students and their educational wants and needs.

Degree Held or Sought

In response to the question concerning the highest degree sought by the reverse transfer student at NCACC, 64 percent of the women and 62 percent of the men indicated that they wanted an associate degree. Thus, there was no significant sex difference in the responses recorded.

The female reverse transfer student appears to be slightly better educated than the male, as 46 percent of them hold a bachelors degree or higher. Forty-one percent of the males hold senior level degrees. Clearly, individuals of both sexes who already hold a baccalaureate degree have found it necessary or advantageous to return to college to seek the associate degree.

Reasons for Attending College

More women (59 percent) than men (49 percent) felt that a "very important" reason for attending the community college was the ability to get a better job. Both men (86 percent) and women (81 percent) felt that an unimportant reason for deciding to enroll at NCACC was "could not find a job." Thus, not only are reverse transfer students in general seeking better

employment opportunities, but also women in particular have reverse transferred as a means of improving their job prospects although they have found or can find a job.

When asked if special educational programs available at Northampton had influenced their decision to attend the community college, almost half of the women respondents agreed that this was a "very important" consideration, while 45 percent of the men also agreed. Thus, there was only a small difference noted in the responses of the different sexes.

Women appear to be more interested than men in getting a better job and in earning more money, as they rated both of these reasons for deciding to attend the community college significantly higher than men. Perhaps this is indicative of a lack of job satisfaction on the part of more females than males. Additionally, a higher percentage of women, 67 percent as compared to 60 percent, indicated a strong desire to learn more about things that interest them.

Employment and Income

The data revealed that female respondents were more likely to be employed on a part-time basis (47 percent) with only 37 percent of them working at least forty hours per week. On the other hand, male RTS were generally employed full-time (67 percent) with only 23 percent of them indicating that they were employed less than forty hours each week. More women reverse transfers (17 percent) were found to be unemployed than men (10 percent). This low full-time employment rate for women could be due to choice, lack of appropriate training, or underemployment.

As Table 4 shows, the final cross tabulation on sexual differences of reverse transfers is enlightening. More than half of the women (53 percent)

Table 4

Sexual Differences in Annual Income of RTS

Annual Income	Female		Male	
	Number	Percent	Number	Percent
Less than $ 3,000	45	28.5	15	12.4
$ 3,000 - $ 3,999	15	9.4	6	5.0
$ 4,000 - $ 5,999	24	15.2	10	8.3
$ 6,000 - $ 7,999	16	10.1	2	1.7
$ 8,000 - $ 9,999	19	12.0	10	8.3
$10,000 - $12,499	13	8.2	16	13.2
$12,500 - $14,999	13	8.2	16	13.2
$15,000 - $19,999	5	3.2	21	17.4
$20,000 - $24,999	3	1.9	13	10.7
$25,000 or more	5	3.2	11	9.1

respondents indicated that they earned less than $6,000 annually. About one-fourth (26 percent) of the men earned this little. Only 25 percent of the women reported earning more than $10,000 per year; while the majority of men, 64 percent, earned more than this sum. Only eight percent of the women had an annual income of over $15,000 while 37 percent of the men were earning more than this amount.

Thus there is little wonder why the women in this study display a greater interest than men in improving their employment and in earning more money. It must also be noted that part of this sexual difference in annual earnings is due to the fact that the men surveyed held a greater percentage of full-time positions than their women counterparts.

Thus, male reverse transfer students are almost twice as likely to be employed on a full-time basis and more than four-times as likely to be earning $15,000 or more annually. As there are more women (56 percent) than men (44 percent) reverse transfers at NCACC, it would appear that women are seeking to rectify this condition by reverse transferring.

Cross Tabulations Between Degree and Non-Degree

Several cross tabulations were run on the reverse transfer data between students who currently hold advanced degrees and those who do not.

Degree Sought

A comparison of reverse transfer students concerning their desire to earn an associates degree at the community college shows that the majority of bachelors degree holders are not interested in pursuing a two-year degree (57 percent). Seventy-seven percent of the non-degree RTS indicate that they intend to earn an associates degree. However, it is significant that such a

high percentage (43 percent) of the individuals who already possess an advanced degree wish to earn an associate degree.

Field of Study

Students who hold a bachelors degree are predominantly involved in three fields of study in their academic work at NCACC. These fields are Occupational (41 percent), Business (32 percent) and Arts and Humanities (10 percent). Interestingly, individuals who do not possess any degree are most involved in these same fields but to a different oegree--Business (32 percent), Arts and Humanities (20 percent), and Occupational (15 percent).

It is significant that 41 percent of the individuals who currently possess a baccalaureate degree are enrolled in the Occupational field. Perhaps these reverse transfers are attending the community college in order to tie their existing skills into an occupational area.

Reasons for Attending College

When comparing factors which influenced degree and non-degree holders to attend NCACC, we find that students with bachelors oegrees are generally interested in a special educational program that the institution offers (53 percent). This finding correlates with the high percentage of these students who are enrolled in an occupational area.

Whether degree or non-degree, reverse transfer students did not decide to attend NCACC because they were unable to get a job. However, 63 percent of non-degree and 46 percent of bachelors degree holders indicated that being able to get a better job was a "very important" reason for returning to college.

The ability to make more money was a "very important" influence for both non-degree (49 percent) and bachelors degree holders (43 percent) in

their decision to matriculate at NCACC. However, despite their deep interest in monetary rewards, both groups (62 percent and 65 percent respectively) ranked "learning more about things that interest me" as an extremely strong influence when deciding to return to collegiate studies.

Employment and Income

A higher percentage of degree holders (61 percent) are employed full-time as compared to the individuals who have not earned a degree (40 percent). Perhaps this is due to a greater degree of employability on the part of a RTS with a bachelors. As might be expected, non-degree holders are more apt to be unemployed or employed on a part-time basis.

In looking at the data on total income, more than half (56 percent) of all non-degree RTS earn less than $6,000, while only 25 percent of the individuals with bachelors degrees earn this little. Twenty-five percent of non-degree holders earn between $6,000 and $15,000 yearly. Fifty-six percent of the RTS with bachelors degrees indicated total annual earnings of between $6,000 and $15,000. However, a slightly greater percentage (16 percent) of non-degree students earned more than $15,000 per year than did bachelors degree (14 percent) holders.

Chapter 5

FINDINGS AND RECOMMENDATIONS

This study of the reverse transfer student population at Northampton County Area Community College revealed that it is much larger, older and better educated than had been anticipated. These students possess excellent academic records at the community college and typically did not leave their former senior institution in academic difficulty.

They appear to have chosen to attend NCACC because of low cost, close proximity to their home and in order to take advantage of a special educational program that is often in an occupational area. They are attending the community college not only to improve their financial situation but also to learn more about things that interest them.

These students show evidence of being place bound. In general, they have lived in Pennsylvania more than six years, live within a ten mile radius of the community college, are older, are employed full-time, use their earnings to pay for their college expenses, are enrolled on a part-time basis, and almost half of them are married.

Although fewer male reverse transfer students hold bachelors degrees than female reverse transfers, the men still earn a higher annual salary, hold more full time positions and are less likely to be unemployed than the women. The women are more apt, than the men, to be attending the community college in order to increase their income and to get a better job.

Reverse transfer students who hold a bachelors degree are more likely to be attending the community college for a special educational program and to be enrolled in an occupational area than the non-degree RTS. Thus, it would

appear that the students with degrees are trying to add a practical occupational dimension to their existing field of expertise. Further, a greater percentage of baccalaureate degree holders are employed full-time and earn a higher average salary.

Non-degree reverse transfer students are more apt, than degree holders, to be seeking an associates degree, to be unemployed and to be wanting to get a better job.

Summary of the Findings

1. From a total student population of 4,179 (full and part-time) enrolled for the Fall term, 1978, at Northampton County Area Community College, 659 individuals (15.7 percent) were identified by this study as being reverse transfer students.

2. Ninety-eight percent of the reverse transfers were Caucasian.

3. There were more women (56 percent) reverse transfers than men (44 percent).

4. Although 48 percent of these students are married, only 35 percent of them have any children.

5. Eighty percent of these reverse transfer students have been residents of Pennsylvania for six years or more.

6. Seventy-eight percent of these students transferred from either a Pennsylvania public (44 percent) or private (34 percent) four-year institution. Only 22 percent transferred from an out-of-state public (10 percent) or private (12 percent) senior institution.

7. Seventy-three percent of the reverse transfers attended only one senior institution before transferring to the community college.

8. Although 90 percent of these students attended the senior college or university full time, only 25 percent attended the community college full time.

9. These reverse transfers are older students as only 21 percent are age 21 or younger, 42 percent are age 22 to 29 and 37 percent are age 30 or more.

10. Forth-eight percent of the reverse transfers hold no collegiate degree. Eight percent possess an associate degree while 44 percent hold a bachelors degree or higher.

11. At NCACC, 62 percent of the RTS are seeking an associate degree and 36 percent are seeking no degree.

12. The average grades reported by RTS were higher at the community college than at the four-year institution.

13. Only 5 percent of the reverse transfers reported being in academic difficulty, as indicated by an average grade lower than a "C," at the four-year institution; while none reported being in academic difficulty at the community college.

14. Ten percent of them were employed full-time at the four-year institution in comparison to a 50 percent full time employment rate at the community college. The unemployment rate was 50 percent at the senior college level but is only 14 percent at the junior college level.

15. The current annual income reported by reverse transfer students was: 29 percent - less than $4,000; 19 percent - $4,000 to $7,999; 31 percent - $8,000 to $14,999; and 21 percent - $15,000 or more.

16. Students tended to change their field of study when they reverse transferred. Arts and Humanities, and Education lost popularity at the community college while Business and Occupational areas gained popularity.

17. Forty-three percent of the students reported that they had not taken college courses at NCACC prior to 1978.

18. Academic advisement was received by 69 percent of the reverse transfers at the four-year institution and by 28 percent of them at the two-year institution. Professional counseling was received by 28 percent of the RTS at the senior institution but by only 9 percent at the community college.

19. The decision by the RTS to attend college at any level was influenced by a combination of personal, educational, monetary and job related needs.

20. Forty-six percent of the women RTS and 41 percent of the men RTS hold a bachelors degree or higher.

21. A higher percentage of women, 59 percent, than men, 49 percent, are attending the community college to get a better job.

22. Most male, 86 percent, and female, 81 percent, students and not reverse transfer because they could not find a job.

23. The employment patterns for men and women are as follows: (1) 40 hours or more per week--men 65 percent and women 23 percent; (2) 1 to 39 hours per week--men 37 percent and women 47 percent; (3) unemployed--men 10 percent and women 17 percent.

24. The total annual income data for men and women is as follows: (1) less than $6,000--women 53 percent, men 27 percent; (2) $6,000 to $9,999--women 22 percent, men 10 percent; (3) $10,000 to $14,999--women 16 percent, men 26 percent; and (4) $15,000 and more--women 8 percent, men 37 percent.

25. Forty-three percent of the reverse transfers, who currently hold a baccalaureate degree or higher, want to earn an associate degree at NCACC.

26. The fields of study that are of greatest interest to bachelors degree, and higher, holding students are: Occupational - 41 percent; Business - 32 percent; and Arts and Humanities - 10 percent. Those of greatest interest to non-degree RTS are: Business - 32 percent; Arts and Humanities - 20 percent; and Occupational - 15 percent.

27. Fifty-three percent of bachelors degree holders indicated that they were interested in a special educational program offered by NCACC.

Recommendations

Because of the non-traditional nature of the reverse transfer students at NCACC, the community college must continue to study them on an on-going basis. Wise educational planning based on up-to-date, accurate information is needed in order to retain and enroll more of these well educated and academically advantaged students at the community college.

In order for reverse transfer students to be studied on a continuous basis, there is a need to improve the accessibility and retrievability of their records. Therefore, it is recommended that:

1. For ease of identification, the Admissions Office should code the file of each RTS.

2. To simplify and speed data gathering, a computer system should be designed and implemented to retrieve the records of RTS.

Steps should be taken to open lines of communication between the reverse transfer student and the community college: Their needs cannot be assessed or met if the institution does not know what their needs are; and, the simplest way to ascertain their needs is to ask them. In order to build and maintain viable lines of communication with reverse transfers, it is recommended that:

1. As a means of acquainting the reverse transfer with the community college and its resources, special orientation sessions should be held each semester specifically designed for RTS.

2. As an important part of these reverse transfer student orientation sessions, these students should be provided with an opportunity to state their educational and occupational objectives both on a long and short term basis to college planners and researchers.

The data indicates a woeful lack of professional counseling and academic advising for these students at the community college. Unfortunately, those students who received such services indicated a general dissatisfaction with them. Improved methods of counseling and advising must be developed that are keyed to the educational needs and wants of the RTS. This will not be an easy task as these students generally attend on a part-time basis and at times have had a negative prior experience.

As appropriate counseling and advising services are required in order to maintain open lines of communication between the institution and the RTS, it is recommended that:

1. Professional counselors and academic advisors be informed and kept up-to-date on the number and nature of reverse transfer students on campus.

2. More advising and counseling services should be provided during the evenings when these students are actually on campus.

3. Counselors and advisors should be provided with more information on existing as well as future occupational programs at the community college.

4. Special counseling services should be made available to help reverse transfers, who already hold a baccalaureate degree, combine their existing knowledge and skills with a business or occupational area which will improve their knowledge or skills and enhance their future job prospects.

BIBLIOGRAPHY

Astin, Alexander W., Margo R. King, and Gerald T. Richardson. The American Freshman: National Norms 1974-77. Los Angeles: American Council on Education, University of California, 1975-78.

Campbell, L. H., and W. Hahn. "Readmission of Former Students After Absence From the Campus: Problems and Opportunities." College and University 2:126-34, Winter, 1962.

Clark, Burton. The Open Door College: A Case Study. New York: McGraw-Hill, 1960.

Darnes, G. Robert, and others. Performance of Transfer Students Within Illinois Institutionsof Higher Education. Illinois Conference on Higher Education, Council on Articulation, ERIC Document ED 156 297, 1971.

Fischer, Olin R., Jr., and others. Study of Reverse Transfer Students at Seminole Junior College and Valencia Community College. Nova University, ERIC Document ED 108 717, 1975.

Heinze, Michael C., and Jack L. Daniels. The Transfer of Students Into Community Colleges. U.S., Educational Resources Information Center, ERIC Document ED 050 723, 1971.

Johnson, Jacquelin. Mobility of Undergraduate College Students Between Washington Colleges and Universities. Fall Term 1971 Through 1975. Report No. 77-15. Olumpia: Washington State Council for Postsecondary Education, ERIC Document ED 136 663, 1977.

Kirby, Emily B. Reverse and Lateral Transfers at Oakton Community College, 1971-1977. Oakton Community College, ERIC Document ED 144, 661, 1977.

Kuznik, Anthony. "Reverse Transfers: Students Who Transfer from Four-Year to Two-Year Colleges." Journal of College Student Personnel, 13:5:425-48, September, 1972.

_____. "Reverse Transfers from University to Community College." Journal of College Student Personnel, 14:3:250-53, May, 1973.

_____. E. James Maxey, and Duane D. Anderson. "Reverse Transfers: Students Who Transfer from Four Year Colleges to Two-Year Colleges." Paper presented at "Annual Meeting of American Educational Research Association, New Orleans, Louisana, February 25 to March 1, 1973, ERIC Document ED 075 018, 1973.

_____. "Reverse Transfers: A Survey." Community and Junior College Journal, 44:5:25-27, February, 1974.

Lee. Glenda E. "Reverse Transfer: The 'Retread Function' of Community Colleges." Paper presented at Annual Meeting of American Educational Research Association, Washington, D.C., March 30 to April 3, 1975, ERIC Document ED 104 471, 1975.

Lee, Robbie. "Reverse Transfer Students." Community College Review, 4:2:64-70, Fall, 1976.

Monroe, Charles. Profile of the Community College. San Francisco: Jossey-Bass, 1972.

Muck, Steven J., and Jan Undem. "An Analysis of the Records of Students Entering El Camino College on Probation From Other Institutions of Higher Learning." Report ECC-RR-65-1, El Camino College, California, ERIC Document ED 013 601, 1965.

Pennsylvania Department of Education, Research Division, Bureau of Information Systems. "Success of Transfer Students in Pennsylvania Community Colleges." Unpublished report to the Pennsylvania Council of Higher Education, October, 1978.

Preus, Paul K., and Jerol B. Swaim. "Open Doors for Reverse Transfer Students." Community and Junior College Journal, 44:5:27-29, February, 1974.

Reid, Allian E., and others. "Some Concerns and Promises of Two-Year and Four-Year Colleges in Illinois: Further Deliberations on Articulation." Papers presented at a workshop on articulation at Western Illinois University, Macomb, Illinois, April 30 and May 1, 1976, ERIC Document ED 136 879, 1976.

Rose, Glen A. "A Follow Up Study of the BBC Reverse Transfer Student Questionnaire." Ed.D. practicum, Nova University, ERIC Document ED 103 074, 1975.

Schultz, R. E. "Impact of Academic Probation and Suspension Practices on Junior Students." Junior College Journal, 272-74, January, 1962.

Temple, Ronald J. "Reverse Articulation and 4 + 2." Community and Junior College Journal, 48:36-37, September, 1978.

Weathersby, Rita. "Life Stages and Learning Interests," The Adult Learner. Current Issues in Higher Education. 1978 National Conference Series. Washington: American Association for Higher Education, 1978.

Willingham, Warren W. "Transfer Standards and the Public Interest: Academic Aptitude." Paper presented at the Airlie House Conference on College Transfer, Warrenton, Virginia, December 2-4, 1973, ERIC Document ED 088 406, 1973.

APPENDIX A

COVER LETTER

3835 Green Pond Road
Bethlehem, Pennsylvania 18017
Telephone 215-865-5351

Northampton County Area Community College

March 12, 1979

Dear Student:

Northampton County Area Community College is in the process of developing ways to better serve the changing needs of its students. As you attended a four-year college before coming to Northampton County Area Community College, you have a basis on which to compare and contrast your college experiences.

The enclosed survey provides you with a unique opportunity to not only aid the College but also to make your own needs and feelings known. Please complete and return the survey by March 23. A stamped self-addressed envelope is provided for your convenience. The completed form can also be turned in to Mrs. Luburich, BE-14A, the Business and Arts Division secretary.

Please be assured that the data will be used only in a composite form and you will in no way be identified. If you have any questions or desire any assistance in filling out this survey, please feel free to contact me at 865-5351, Ext. 316 or 253-0704. Thank you for your prompt attention and kind assistance.

Sincerely,

S. Rooth

Stewart R. Rooth
Associate Professor
Business and Arts Division

SRR:r
Enc.

APPENDIX B

QUESTIONNAIRE

1. Your sex.

Female	_____
Male	_____

2. Are you? (Mark one)

White/Caucasian	_____
Black/Negro/Afro-American	_____
American Indian	_____
Asian-American/Oriental	_____
Mexican-American/Chicano	_____
Other (Specify)_____	

3. Are you? (Mark one)

Not presently married	_____
Married, living with spouse	_____
Married, not living with spouse	_____
Widowed	_____

4. Number of Children. (Mark one)

None	_____
One	_____
Two	_____
Three	_____
Four or more	_____

5. Resident of Pennsylvania.(Mark one)

No	_____
Less than 6 months	_____
6 months to 1 year	_____
2 to 5 years	_____
6 to 10 years	_____
11 years or longer	_____

6. How old were you on December 31 of 1978? (Mark one)

18 or younger	_____	23-25	_____
19	_____	26-29	_____
20	_____	30-49	_____
21	_____	50 +	_____

7. Age when you first enrolled at four-year institution. (Mark one)

17 or younger	_____	22	_____
18	_____	23-25	_____
19	_____	26-29	_____
20	_____	30-49	_____
21	_____	50 +	_____

8. Age when you first enrolled at NCACC. (Mark one)

17 or younger	_____	22	_____
18	_____	23-25	_____
19	_____	26-29	_____
20	_____	30-49	_____
21	_____	50 +	_____

9. The four-year institution you last attended was. (Mark one)

Pennsylvania public	_____
Out-of-State public	_____
Pennsylvania private	_____
Out-of-State private	_____
Other (Specify) _____	

10. Which statement best describes you? (Mark one) I previously attended:

One four-year institution before enrolling at NCACC	_____
Two or more four year institutions	_____
Another community college first then a four-year institution before enrolling at NCACC	_____

11. Indicate your field of study. (Mark one in each column)

	4-Yr.	NCACC
Arts & Humanities	_____	_____
Biological Science	_____	_____
Business	_____	_____
Education	_____	_____
Engineering	_____	_____
Physical Science	_____	_____
Career/Occup. Ed.	_____	_____
Social Science	_____	_____
Technical	_____	_____
Other (Specify)	_____	_____

12. Total number of credit hours completed. (Mark one in each column)

	4-Yr.	NCACC
9 or less	_____	_____
10 - 19	_____	_____
20 - 29	_____	_____
30 - 39	_____	_____
40 - 49	_____	_____
50 - 59	_____	_____
60 - 69	_____	_____
70 or more	_____	_____

13. Total number of terms or semesters in attendance. (Mark one in each column) Please do not include present semester.

	4-Yr.	NCACC
1 or less		
2		
3		
4		
5		
6		
7		
8 or more		

14. What was your average grade? (Mark one in each column)

	H.S.	4-Yr.	NCACC
A or A+			
A-			
B+			
B			
B-			
C+			
C			
D			

15. Highest degree that you hold. (Mark one)

None	
Two-year associate	
Baccalaureate	
Masters	
Doctorate	
Other (Specify)	

16. Hours employed per week while attending. (Mark one in each column)

	4-Yr.	NCACC
None		
1 - 9		
10 - 19		
20 - 29		
30 - 39		
40 or more		

17. How many miles is NCACC from your home? (Mark one)

5 or less	
6 - 10	
11 - 30	
31 - 40	
40 or more	

18. Main source of transportation.

Own car or truck	
Car pool	
Public transportation	
Bicycle or motorcycle	
Walk	
Other (Specify)_____	

19. Indicate the time lapse between leaving last four-year institution and entering NCACC. (Mark one)

Less than 5 months	
6 months - 1 year	
13 months - 2 years	
25 months - 3 years	
More than 3 years	

20. What is the highest academic degree that you intend to obtain? (Mark one in each column)

	Highest Planned	Highest Planned at NCACC
None		
Associate		
Bachelor's		
Master's		
Ph.D or Ed.D.		
Other (Specify)		

21. Based on your abilities, how hard did you work on your studies? (Mark one in each column)

	4-Yr.	NCACC
Maximum effort		
Above average		
Average		
Below average		
Not at all		

26. In deciding to go to college, how important to you were each of the following reasons? (Mark one answer in each row for both the four-year institution and NCACC.)

	Four-Year Institution			NCACC		
	Very Important	Somewhat Important	Not Important	Very Important	Somewhat Important	Not Important
Parents wanted me to go						
Could not find a job						
Wanted to get away from home						
To be able to get a better job						
To gain a general education and appreciation of ideas						
To improve my reading and study skills						
Nothing better to do						
Make me a more cultured person						
Be able to make more money						
Learn more about things that interest me						
Meet new and interesting people						
Prepare myself for graduate or professional school						
Other (Specify)						

27. How much of your educational expenses did you cover from each of the sources listed below? (Mark one answer in each row for both the four-year institution and NCACC.)

	Four-Year Institution						NCACC					
	None	$1-499	$500-999	$1000-1999	$2000-4000	$4000-+	None	$1-499	$500-999	$1000-1999	$2000-4000	$4000-+
Parental or family aid												
Grants or Scholarship												
Loans												
Full-time Work												
Part-time Work												
Savings												
Spouse												
G.I. Benefits												
Other (Specify)												

22. Below are some reasons that might have influenced your decision to attend a specific college. How important was each reason in your decision to select that college? (Mark one answer in each row for both the four-year institution and NCACC.)

	Four-Year Institution			NCACC		
	Very Important	Somewhat Important	Not Important	Very Important	Somewhat Important	Not Important
Parental advice						
A friend's suggestion						
Teacher's advice						
Guidance Counselor's advice						
Good academic reputation						
Low tuition						
Offered financial assistance						
Someone who had attended advised me to go						
Special educational programs available						
Wanted to live at home						
Other (Specify)						

23. Prior to the fall term of 1978, have you ever taken courses for credit at NCACC?

Yes _____
No _____

24. Enrollment status (Mark one in each column)

	4-Yr.	NCACC
Full-time student (12 hr. or more)		
Part-time student (1-11 hr.)		

25. Mark one in each row for both the four-year institution and NCACC.

	4-Yr.		NCACC	
	Yes	No	Yes	No
I received academic advising				
I used the services of a professional counselor				

28. Mark one in each row for both the four-year institution and NCACC.

	Four-Year Institution				NCACC			
	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
My courses generally required a great deal of study time.	___	___	___	___	___	___	___	___
My courses contained useful information of high quality.	___	___	___	___	___	___	___	___
My courses often required too much study time.	___	___	___	___	___	___	___	___
My courses often contained nonessential or useless information.	___	___	___	___	___	___	___	___
The overall quality of instruction was very high.	___	___	___	___	___	___	___	___
My instructors often took a personal interest in me.	___	___	___	___	___	___	___	___
The academic advising I received was of high quality.	___	___	___	___	___	___	___	___
The services provided by the professional counselor was of high quality.	___	___	___	___	___	___	___	___
My high school prepared me well to attend college.	___	___	___	___	___	___	___	___

29. What is your best estimate of <u>your</u> total income last year?

Less than $3,000	_____	$10,000 - 12,499	_____
$3,000 - 3,999	_____	$12,500 - 14,999	_____
$4,000 - 5,999	_____	$15,000 - 19,999	_____
$6,000 - 7,999	_____	$20,000 - 24,999	_____
$8,000 - 9,999	_____	$25,000 - +	_____

Thank you for taking the time to complete this survey..... Stewart R. Rooth

APPENDIX C

FOLLOW-UP POSTCARD

April 24, 1979

Dear Student:

This is to remind you to complete and return the Northhampton County Area Community College Student Survey before April 31

If you have misplaced your copy, please call 253-0704 to obtain another copy.

Sincerely,

Stewart R. Rooth

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

NOV 3 0 1979